DOCUMENT RESUME

ED 295 776 RC 016 635

TITLE Parental Involvement: A Framework for Texas Schools. Migrant Education Series.
INSTITUTION Texas Education Agency, Austin. Div. of Special Programs.
REPORT NO AD8-320-03
PUB DATE [87]
NOTE 36p.
AVAILABLE FROM Publications Distribution Office, Texas Education Agency, 1701 North Congress Ave., Austin, TX 78701 ($2.00).
PUB TYPE Guides - Non-Classroom Use (055) -- Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Administrator Guides; Advisory Committees; Educational Objectives; Elementary Secondary Education; *Migrant Education; *Parent Participation; *Parent School Relationship; School Districts; State Programs
IDENTIFIERS Migrant Education Program; *Texas

ABSTRACT

This guide was developed to satisfy legal requirements of Chapter 1 Migrant Education Program (1967) on parental involvement in migrant education. It provides a framework for Texas school districts to implement effective strategies for establishing parental involvement programs. The rationale presents the benefits of parental involvement and describes participatory roles for parents. The parental involvement model contains three components: (1) parent awareness, divided into areas of self-awareness, school environment awareness, and parenting; (2) parent partnership, as a tutor in the home or classroom, or as a volunteer in the school; and (3) the parent advisory council, which collaborates with the local school district on issues pertaining to migrant education. The guide characterizes a functional parental involvement program. It also includes a schematic model of the interactions among child motivation, child skill, and parent self-image; and a description of four levels of parental involvement and sophistication. Five appendices covering relevant federal regulations, competencies for parental involvement, competencies for parent advisory councils, aspects of training parent volunteers, and 11 references are included. (SV)

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Parental Involvement
A Framework for Texas Schools

A Framework for Texas Schools

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Acknowledgements

A special thanks is extended to the educators who were instrumental in the development of this document. Those educators represented education service centers throughout the state and contributed their practical experience in the field of migrant education to enhance the framework. Special recognition is merited by the Migrant Education Committee.

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Foreword

In 1967, the migrant education program was established as part of the Elementary and Secondary Education Act (ESEA) of 1965. The vision of this legislation was to provide for the special educational needs of one of the nation's neediest special populations—migrant children. As part of the commitment of Texas to make this vision a reality, the Texas Education Agency has developed frameworks to assist Texas school districts in planning and implementing quality programs for migrant students in the areas of identification and recruitment, parental involvement, increasing academic achievement, and dropout prevention.

I encourage migrant educators and others to study these frameworks and to select those elements which are appropriate to their local needs so that our migrant students can benefit from the finest quality education that we can provide.

W.N. Kirby
Commissioner of Education

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Introduction

The *1986-1990 Long-Range Plan of the State Board of Education For Texas Public School Education* includes the following goal and objectives for parental involvement:

Goal 6:
PARENT AND COMMUNITY INVOLVEMENT

Parents and other members of the community will be partners in the improvement of schools.

Objectives

6-1 Improve parental involvement.

6-2 Increase communication between teachers and parents regarding the academic performance and development of students.

6-3 Provide educational programs that strengthen parenting skills and help parents to provide educational assistance to their children.

Parental Involvement—A Framework for Texas Schools supports this goal and these objectives. The migrant education program recognizes the importance parents play in the instructional achievement of their children and gives support by requiring school districts to establish effective parental involvement programs and to actively solicit the participation of parents in the educational program for their children.

In order to provide school districts across the state with guidance in meeting these two legal requirements, the Texas Education Agency consulted with migrant education trainers and solicited effective strategies from practitioners in the field of parental involvement. This framework is the result of that endeavor and is offered as a tool for those persons who are involved in developing migrant education program policies and decisions. It is intended to be used by those persons who are involved in implementing the program; therefore, the intended audience includes superintendents, program directors and coordinators, community aides, parental involvement specialists, and teachers. The recruiter is also an important person to include since the initial contact between the school and home often occurs during recruitment efforts.

The underlying philosophical beliefs of migrant education are that all students can learn regardless of their mobility, and that parents can be instrumental in providing support to their children regardless of their own educational level. Thus, the purpose of this framework is to increase awareness of the essential attributes needed for quality parental involvement programs. The desired outcome is to increase student achievement as a result of increasing parental support.

The use of the framework as a guide for improving the scope and impact of existing programs and for establishing a parental involvement program is encouraged.

The framework presents a discussion of the federal authority for parental involvement, an experience-based and research-based rationale for parental involvement, definitions, characteristics of a functional parental involvement program, a model for parental involvement, levels of participation which increase in sophistication, and suggestions for a training program. The framework attempts to provide the reader with a starting place for improving or designing an effective plan for involving parents and creating a functional parental involvement program.

Authority

The requirements for parental involvement as mandated by federal and state laws focus on two major areas: (1) the active involvement of parents in the planning, operation, and evaluation of the migrant program and (2) the establishment of a parent advisory council (PAC). (See Appendix I.) The state is responsible for ensuring that appropriate procedures are devised and made available to migrant parents for the establishment and consultation of PACs. The state adopted these six procedures:

1. The PAC must be composed of people who know the needs of migrant children.

2. To the extent possible, the PAC shall be elected.

3. The majority of the PAC shall be parents of eligible migrant children.

4. The PAC shall be provided with copies of the law and regulations, and monitoring, evaluation, and audit reports.

5. The district shall provide training so that the PAC can carry out its duties.

6. The training program must be planned in consultation with the PAC, must provide appropriate training materials, and may be supported by migrant funds.

For additional information, a more comprehensive listing of the requirements has been provided in the appendices.

Rationale

In order for schools to improve their effectiveness, parents must be involved as collaborators. Research studies indicate that parents care and want to help their children, but often feel frustrated because they are not given specific ways to help them. These studies also show that low-income families may perceive the schools as unfriendly, uncaring, and class discriminatory. Often families are not convinced that school is an avenue for success. Research also indicates that where there is a strong active parental involvement program there is increased student achievement, improved student behavior, and reduced absenteeism.

Another benefit of parental involvement programs is that when parents increase their participation in schools, their own self-confidence and skills increase. (See Figure 1.) These results occur gradually as different barriers are lifted and mutual trust and respect are established.

A number of roles which parents can fill have been identified in the literature and by educators experienced in working with parents. These roles can be placed on a continuum with parents participating at the level of skill and area of interest in which they are comfortable. The roles which parents choose to fill are often developmental in nature, progressing from passive to active roles, so the migrant program staff must work at expanding opportunities for parents to participate in more active roles.

Parents may assume one or more of these roles:

- Advisor—This role includes participation in parent advisory councils and conferences.
- Audience—This role involves parents as supporters of activities such as school plays and meetings.
- Home tutor—This role involves the parent in instructing the student at home, providing a suitable study environment, and monitoring homework.
- School program supporter—This role involves parents in activities which lend support to the school's program. Examples include acting as classroom volunteers or chaperones for trips, collecting funds, providing information about new migrant families, or translating information.
- Co-learner—In this role, the parent participates with school staff in developing knowledge or skills.
- Paid school staff—Parents are employed as classroom aides or are contracted for specific services.
- Advocate—This role involves activities for parents as spokespersons on issues regarding school policies, community concerns, etc.
- Decision maker—Parents may participate as co-equals with the school staff in decisions relating to governance and school policies.

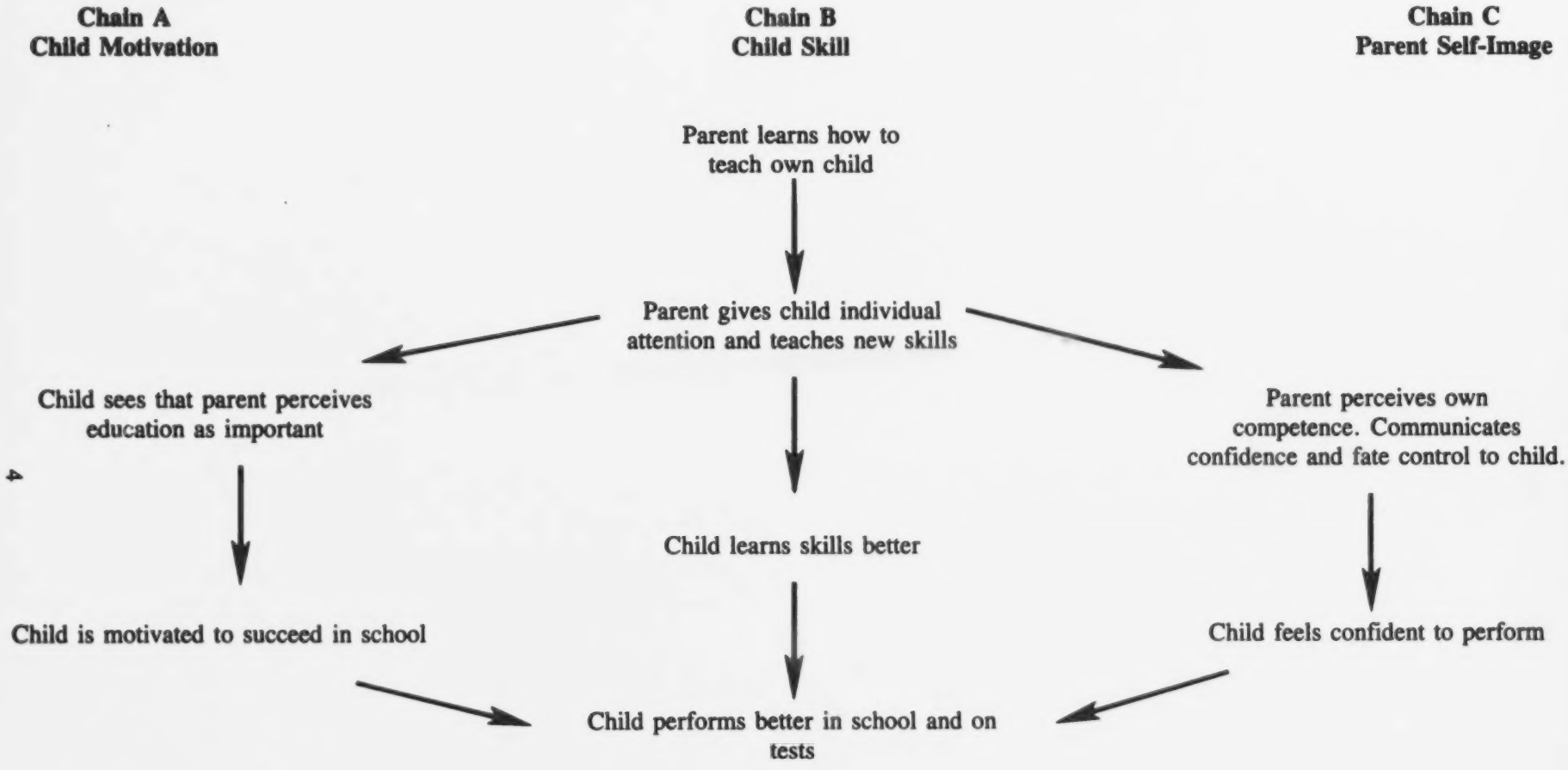
Chain A
Child Motivation
Chain B
Child Skill
Chain C
Parent Self-Image
Parent learns how to teach own child
Parent gives child individual attention and teaches new skills
Child sees that parent perceives education as important
Parent perceives own competence. Communicates confidence and fate control to child.
Child learns skills better
Child is motivated to succeed in school
Child feels confident to perform
Child performs better in school and on tests

Figure 1: Parents as Learners and Tutors
(Mimi Stearns, 1983)

Parent participation can take place in any of the three areas of involvement that comprise a comprehensive program: parent awareness, parent partnership, and advisory councils. Current parental involvement strategies tend to focus primarily on using parents as volunteers and seldom recognize the other two aspects, especially parent awareness. Schools with successful parental involvement programs have a strong commitment to parental involvement and provide resources and opportunities for parents to participate. These schools recognize parental involvement as a two-way avenue by encouraging parents to fill a variety of roles and by making efforts to accommodate the parents' needs.

Educators recognize the significant role of parents in the achievement of scholastic excellence (Pinkey, 1985). However, the ways that migrant parents have been involved have been limited in many cases. There are several factors that contribute to this situation: a limited definition of parental involvement, a limited vision of parental involvement programs which often focuses on compliance requirements and does not adequately address program quality, language barriers, parent attitudes towards the institution of school, and the attitudes of school personnel towards parents and their involvement.

Additional indicators from a substantial body of literature support the following statements:

(1) Parental involvement in the schools benefits the family and the individual child.

(2) The home, school, and community need more interaction.

(3) A need exists for teacher training on parental involvement.

(4) A need exists for parents to have the necessary skills to do home tutoring.

(5) Parents need training in communication skills.

(6) The parents' language and socio-economic level should not discourage administrators from seeking parental support and involvement.

(7) School administrators and teachers need to be aware of the needs of parents and to be sensitive to their unique circumstances.

Definitions

Parental involvement can be defined as drawing in the parent as a participant in the educational process of the child. The definition includes the engagement of family, school, and community as collaborators working together to create a supportive environment for student learning.

Because a distinction is to be made between parental involvement and parental involvement programs, the framework focus will be on the characteristics of effective programs. A functional parental involvement program is one that is effective. Effective programs require strong commitment, are well-planned and long-lasting. The functional parental involvement program involves parents in meaningful participatory roles as opposed to superficial or surface involvement. Meaningful involvement consists of parents working in a variety of roles which provide them with opportunities to interact with students, to have input in program planning, and to participate in program decision-making. The key distinction to an effective parental involvement program is the reciprocating nature of the involvement. Effective parental involvement programs are built on mutual trust, respect, and efforts between parents and the school community. A functional parental involvement program is a two-way avenue with all participants involved benefiting.

Characteristics of a Functional Parental Involvement Program

Given the research and experience in the area of parental involvement, successful programs share these characteristics:

- The program is considered fundamental.
- The program is long term, carefully planned, and comprehensive.
- Administrators, teachers, and parents are involved in the entire scope of the program and share a common philosophy towards parental involvement.
- The program places priority on flexibility, accountability, shared expertise, open communication, mutual trust, and mutual respect.
- The program provides for continuity between home and school.
- The program moves activities into the community, whenever possible.
- The program provides parents and teachers with information and development opportunities.
- The program provides opportunities for parents to function in a variety of roles such as advisors, tutors, audience, school program supporters, co-learners, paid school staff, and advocates.

Parental Involvement Model

The schematic drawing shown in Figure 2 represents a structured overview of a parental involvement program organized into three components: parent awareness, parent partnership, and parent advisory council. All three components are important elements of an effective program.

Parent Awareness

The parent awareness component is the means by which the school can provide information regarding social and health issues such as information about social agencies and community support available to migrant families as well as drug education, child abuse, and dropout prevention strategies. This component includes emphasis on parenting skills, home tutoring, and opportunities for personal development and growth. A needs assessment survey can determine the interests of the parents.

The parent awareness component can be further sub-divided into three areas: self-awareness, school environment, and parenting. The area of self-awareness focuses on issues which have an impact on persons as parents and as responsible providers for their families.

Self-Awareness

Survival information as well as educational and skill development opportunities needs to be shared with migrant parents. Survival information is the type of information needed for day-to-day living such as migrant housing availability, job availability, financial assistance in other programs, migrant labor laws.

Educational information covers health, nutrition, and academic topics—information that can help with the physical, social, and intellectual development of the child. This subheading includes topics such as budgeting; preparing nutritious meals with government commodities; preventing communicable disease; developing language and working skills; and using daily home routines to help children learn survival skills. Other helpful ideas may be included in this subheading.

Skill development focuses on topics such as improving language skills, using the library, writing letters to get information, and acquiring life skills which may transfer to the parents' repertoire of skills such as typing, word processing, and leadership skills.

School Environment Awareness

School environment awareness requires that school personnel play a vital role in keeping the parents informed on school district policies and procedures. Performing this function keeps the communication lines open with the parents. During meetings at school, topics such as resolving conflicts between the school and the home; required course credits for graduation; the importance of TEAMS tests for seniors; policies regarding absenteeism, tardiness, and retention; tests and dates of administration; expectations of teachers, and many others could be subjects for discussion. Letters, telephone calls, or home visits are effective methods for dissemination of information; their implementation lifts communication barriers.

Though research indicates that parental involvement at the secondary level is not as prevalent as at the elementary level, this finding does not necessarily need to be the case. Parents of secondary students need to be informed of school policies and procedures for getting in touch with teachers and expressing interest in student programs and other means to further encourage students' interest in school. Parent interest will convey the message of high parental expectation to the student. High expectations often translate to an increase in achievement results.

Parental Involvement

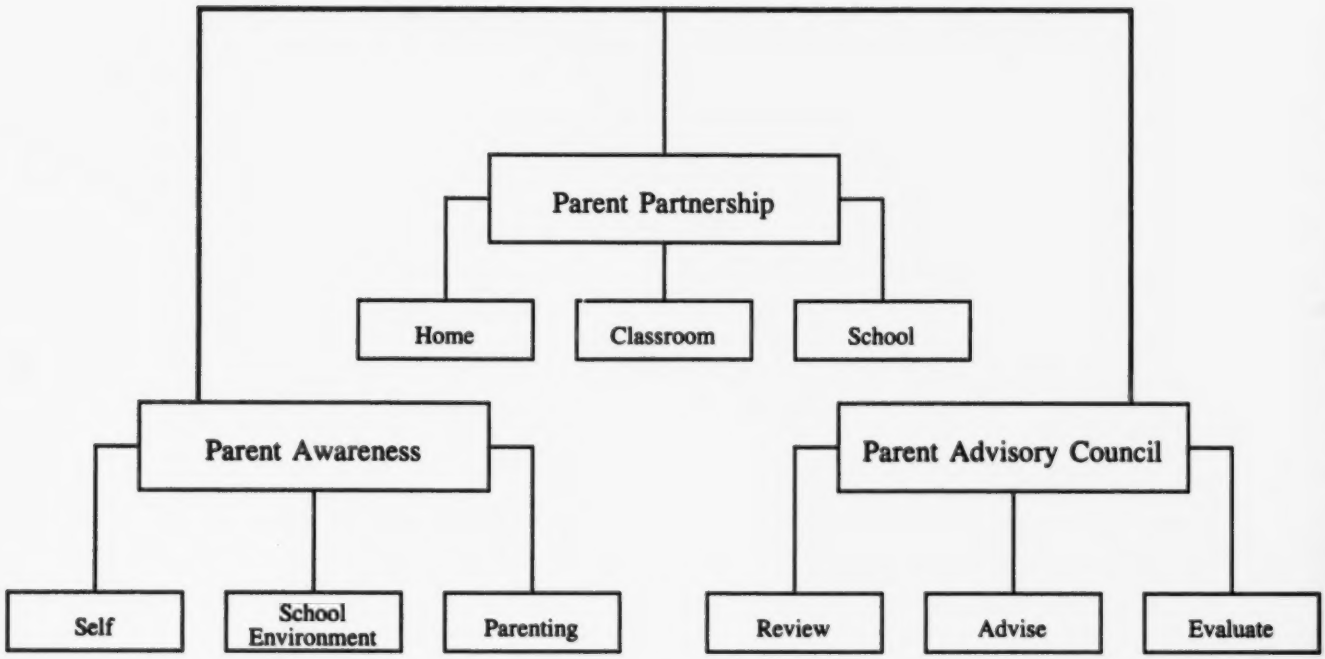

Figure 2. Structure Overview
Parental Involvement Model

Parenting

Parenting, the final subheading under parent awareness, offers parents an opportunity to strengthen their child-rearing skills, to share experiences with other parents, and to learn techniques for communicating effectively with their youngsters and establishing better relationships. At the same time, parents may find a supportive group or a network of parents who share the same problems and frustrations. Values, student behavior, and culture are topics of common interest.

Parent Partnership

The parent partnership component is the most widely recognized and the most often implemented component of the model. The component involves three areas: the home, the classroom, and the school. Its focus is on the parent as an active partner with the school. It places parents in a role of direct involvement in instruction as a tutor in the classroom or home, or as a volunteer in the school performing tasks such as chaperoning students or fund raising.

Home

This area considers the role parents play at home. Research indicates that parents do want to help children at home, but often lack the skills or "know-how." Providing training to teachers and parents with practical activities will help alleviate their level of frustration when working with students completing home assignments. Parents can reinforce the skills being taught in school, provide a place or an environment conducive to learning, or complement skills being taught in school. In some cases, just one meeting with the teacher for instruction is sufficient; in other cases, more in-depth instruction is appropriate.

Classroom

The second area focuses on the volunteer roles parents play in the classroom. Parents as tutors, aides, or holiday volunteers are the traditional roles which have defined parental involvement programs. Involvement in this area can be increased by providing more training. The training may vary from providing small-group instruction to informing parents of proper use of school equipment and policies and procedures in different situations. Getting the parent involved at a different level is an asset to the school as well as to the children.

School

The third area involves parents in the school and requires some orientation in local school policies and procedures. Parent volunteers may supervise children in the cafeteria while teachers eat, serve as chaperones on field trips, help around the school grounds, and prepare instructional materials for teachers.

Parent Advisory Council

The Parent Advisory Council (PAC) is an organization composed of people who know the needs of migrant students, are elected by parents of eligible migrant students, and advise the local school district on the Chapter 1 Migrant Program. Frequently, the term PAC or Parent Advisory Council and parental involvement are used synonymously. However, the Parent Advisory Council is only a component of the total parental involvement program that is required by law. The PAC requirements are:

- Members must be people who know the needs of migrant children.
- Members shall be elected to the extent possible.

- The majority of the PAC shall be parents of eligible migrant children.
- The PAC shall be provided copies of:
  - the law and regulations,
  - monitoring, evaluation and/or audit reports.
- The district shall provide training so that the PAC can carry out its duties. The training program:
  - must be planned in consultation with the PAC, must provide appropriate training materials, and
  - may be supported by migrant funds.

The requirements listed above satisfy regulations. However, a functional PAC requires much more than perfunctorily meeting the regulations. The characteristics which follow are generally found in PACs which are functioning effectively. A functional Parent Advisory Council

- has received adequate information and development opportunities,
- communicates with parents, teachers, and school administrators,
- functions according to sound principles of group interaction; for example, uses Robert's Rules of Order,
- exercises decision-making based on objective criteria, not personalities,
- honors group consensus on decisions,
- distinguishes between advisory roles and policymaking roles,
- makes provision for continuity of leadership when migrant work causes absences,
- meets regularly,
- schedules meeting times to accommodate parents, and
- keeps written minutes.

A discussion and clarification of some of the specific roles follow:

Advisory Role

The PAC exercises a wide role advising the district on program planning, implementation, and evaluation. The district should involve the PAC in providing suggestions when the application for migrant funds is prepared. Periodic reports on the status of the program and activities are recommended. Finally, not only is the sharing of evaluation results necessary, but the perceptions of the PAC regarding the effectiveness of services also should be obtained.

Information and Development Opportunity

PAC members may need the opportunity to develop their knowledge on specific topics. Often background information and the effects of various options need to be presented and explained to the council. Districts need to keep in mind that information without explanation or understanding is not useful. If workshops or attendance at conferences are necessary to create a functioning PAC, the district should set aside a reasonable amount of funds to support these activities. Examples of development opportunities include: understanding migrant program guidelines, instructional practices, evaluation and audit reports; working with parliamentary procedures; following the chain of command; using power positively; posing problems positively; and planning, implementing, and evaluating a program.

Communication

Education of children is a collaborative effort which requires open communication at all levels. If necessary, the native language of parents should be used. Administrators need to share timelines, guidelines, and budgets with the PAC. Teachers and counselors need to share instructional concerns and their perceptions of needs and progress. Nurses also can add their concerns and perceptions of needs. Parents should be encouraged to share their perception of program effectiveness and adequacy of services. As interaction occurs, many issues of common concern will emerge and can be addressed.

Group Interaction

An active PAC will need a structure that governs group interaction. By following a set of rules agreed on beforehand, misunderstandings can be avoided. Some form of Robert's Rules of Order is recommended. However, regardless of the rules adopted, they should be made known and explained to the group. Many times an informal agreement on procedure works very well. The key to this matter is fairness to all groups or individuals involved.

Objective Decision Making

A functioning PAC will have persons with a variety of opinions. To keep the group from becoming a group of factions, it is important to base decisions on facts known to the group.

Group Consensus

The force of recommendations comes from the group, not the individual. The district has the responsibility to respond only to recommendations agreed upon by the PAC.

Advisory and Policymaking Roles

There are two kinds of councils or committees: advisory and policymaking. Policymaking councils have the right to set policy and they have the right to hire and dismiss personnel. On the other hand, advisory councils are consulted for advice. The advice may be accepted or rejected by the administration. The power of the advisory council must come from its knowledge and its ability to represent a strong consensus on issues. The role of a Parent Advisory Council is advisory in nature. A functioning Parent Advisory Council is aware of the distinction and does not confuse roles.

Continuity

The goal of the migrant program is to serve migrating families. Therefore, in those areas where parents must move to work, some provision should be made for alternate officers or representatives to assure continuity for the PAC. Also, efforts could be made to plan important activities, as much as possible, when migrant parents are in the district.

Regular Meetings

A schedule of regular meetings at a set day of the month and time will help PACs plan for attendance. Current regulations do not specify a number of meetings. They call only for a function to be carried out: that of advising on program planning, implementation, and evaluation. The minimum number of meetings recommended is three per year. The ideal is monthly. When arriving at the exact number, the business of the PAC and the nature of the migrant program should be determining factors.

Meeting Times and Location

Since meetings are held for the parents, the school district should make provisions to accommodate parents' needs. Often, when meetings are scheduled during the day, attendance may be poor because parents work. If this is the case, meetings may be planned before the school day begins, right after school hours, or at night. The location of the meeting is another factor to consider. In some cases, parents may be reluctant to meet at school because of previous negative experiences. Meetings may be held in different locations such as: a parent's home, a community church hall, the local VFW hall, a public library, or a community recreation center.

In summary, flexibility of meeting time and location could be a step toward better participation from parents.

Minutes

Minutes are summaries of all official actions taken by the PAC. All motions and their outcomes must be recorded. Responses to motions which require action should be included in the minutes.

Levels of Parents' Participation and Sophistication

The Parental Involvement Model can be enhanced if the district heeds the need for providing the various levels of participation described here. (See Figure 3.) The activities in the levels of parent participation and sophistication are by no means exhaustive, but rather are examples of the different levels of involvement. As parents begin to participate, some will start at Level I, while others will start at Level II, III, or IV depending on their experience and self concept. The local education agencies, through training activities, can advance parents from level to level.

Movement to Level IV will not happen overnight, but over a period of years. Like students, some parents will move more rapidly than others. Eventually, with patience and perseverance, parents can reach Level IV where they will be able to analyze, synthesize, and evaluate.

Level I—Getting Acquainted

- Attending school programs
- Attending parent/teacher conferences
- Assisting with fund-raising activities
- Making school visitations
- Attending parent seminars
- Serving as PAC member
- Receiving notes from school
- Receiving telephone calls from school
- Receiving letters from school

Level II—Receiving Information

- Attending parent workshop
- Serving as PAC member
- Observing in the classroom
- Preparing materials for teachers
- Attending school meetings

Level III—Applying Information Acquired

- Helping children at home with homework
- Helping in the classroom
- Using school equipment
- Helping in the school office
- Observing in the classroom
- Serving as PAC officer
- Recommending changes

Level IV—Analyzing, Synthesizing, and Evaluating

- Serving as PAC officer
- Serving as PAC member
- Serving as spokesperson for group
- Studying past evaluations
- Making recommendations
- Speaking before the school board
- Evoking change
- Making decisions based on knowledge
- Making curriculum recommendations

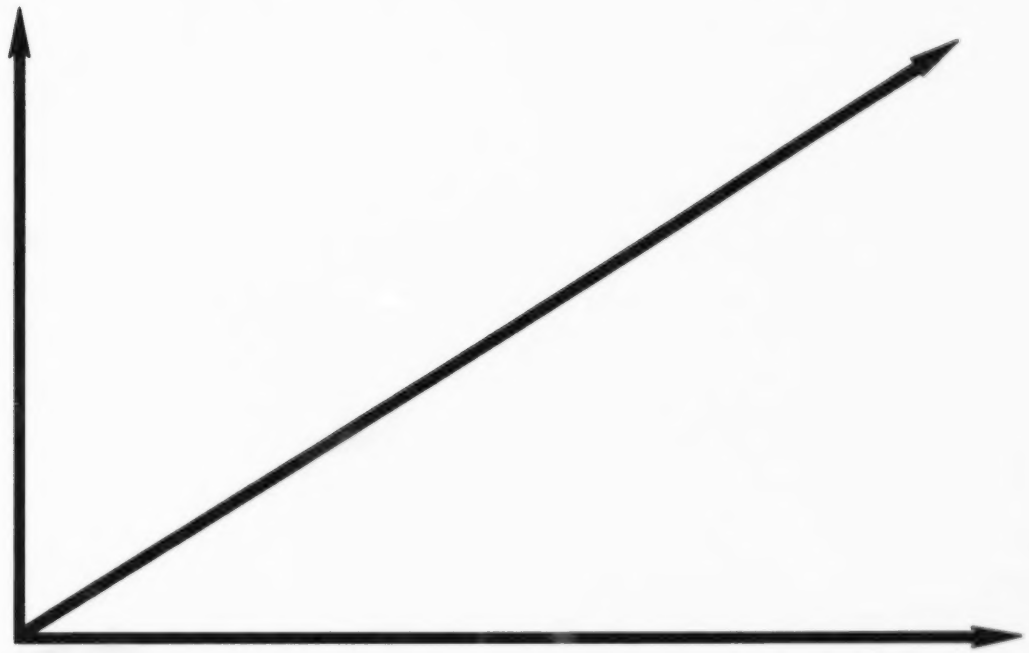

Figure 3

As parents become more involved in the education of their children, their self-confidence increases and the extent of their involvement also increases.

Training Plan

A well thought out plan for training PAC members in migrant project districts is very important with consideration given to factors such as native language of parent, oral and written communication skills, time period of meeting, flexibility for meetings, and the place meetings will be held. The training itself must be made meaningful by linking the daily experiences of parents to the topic being presented. In addition, people in charge of parental involvement must be fully committed to actively seeking parents. This means sending letters home, making telephone calls to remind them of meetings, and/or making home visits to personally invite them to these functions.

The environment where meetings take place should be informal; otherwise, parents may feel threatened, embarrassed, or humiliated. Some parents may have difficulty getting to meetings either because they have transportation or babysitting problems. District personnel should make some provisions for these kinds of occurrences. Training is a key to effective parental involvement. As a plan is formulated, the characteristics of functional parental involvement and functional PACs should be consulted and given consideration.

Appendices

Appendix I

34 Code of Federal Regulations, 201.35

Requirements for parent involvement.

(a) General. An agency that receives Chapter 1 funds shall design and implement its Chapter 1 program or projects in consultation with teachers of children being served and in consultation with the parents of the children being served.

(b) Requirements for an operating agency advisory council. An SEA shall require each operating agency to:

(1) Establish and consult with a parent advisory council; and

(2) Solicit actively parental involvement in the planning, operation, and evaluation of its projects.

(c) Requirements for the State advisory council. An SEA shall:

(1) Establish and consult with a parent advisory council; and

(2) Solicit actively parental involvement in the planning, operation, and evaluation of the State's migrant education program.

(d) Advisory council procedures. The SEA is responsible for ensuring that appropriate procedures are devised and made available to the State's migrant parents for establishment of and consultation with State and local parent advisory councils. Those procedures must be consistent with the requirements of Section 125(a) of Title I.

(Sec. 554(a), 20 U.S.C. 3803(a); Sec. 556(b)(3), 20 U.S.C.3805(b)(3); Title I, Sec. 142(a)(4), 20 U.S.C. 2762(a)(4))

Appendix II
Competencies for Parental Involvement

Goal

Provide parents with knowledge and skills for developing the physical, emotional, social and intellectual aspects of the child.

- Identify strategies for developing positive self-esteem and self-concept of the parent.
- Identify strategies for a conducive learning environment.
- Identify and apply skills necessary for home tutoring.
- Describe and apply instructional techniques for parent volunteers in the classroom.
- Recognize school policies and procedures essential for school volunteers.
- Develop and describe effective communication skills.
- Identify and describe factors that contribute to the development of the physical aspects of the child.
- Identify and describe factors that contribute to the development of the emotional aspects of the child.

Appendix III
Competencies for Parent Adivsory Councils

Goal

Provide parents with the knowledge and skills for problem solving and decision making.

- Identify the components of special programs.
- Describe the rules and regulations that govern migrant programs.
- Recognize the parts of the Standard Application System (SAS).
- Identify steps in compiling the SAS.
- Identify the process for conducting meetings.
- Recognize the difference between an advisory and policy-making role.
- Recognize the process for planning.
- Recognize the steps in the instructional delivery system.
- Recognize effective teaching practices.
- Recognize the process for evaluation.
- Analyze and interpret information for evaluation.
- Identify the process for evoking change.

Appendix IV
Initiating A Parent Volunteer Program

1. Select someone to be in charge of volunteers.
2. Survey campuses for interest in participating in the parent volunteer program.
3. Survey teachers, librarians, nurses, and counselors to determine how they might use parent volunteers.
4. Determine the type of help wanted and needed.
5. Survey parents to find out who is interested in helping and in what areas.
6. Set up training sessions. (See suggested list.)
7. Decide how often parent volunteers and coordinators will meet.

Appendix V
Suggested Topics for Training Parent Volunteers

- How to operate equipment
- Storytelling
- Cutting and laminating
- Policies and procedures
- Preparing bulletin boards
- Child development
- Reshelving books in library
- Binding books
- Calling parents of absentees
- Adolescent development
- Dropout prevention—issues and consequences
- Drug education
- Alcohol and family
- Study skills
- Discipline strategies
- Social services available to migrants

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COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1972 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.

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